School Accountability Report Card

Forest Ranch Charter

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Forest Ranch Charter	**District Name**	Chico Unified School District
Street	15815 Cedar Creek Rd.	**Phone Number**	530-891-3000
City, State, Zip	Forest Ranch, CA 95942	**Web Site**	www.forestranchcharter.org
Phone Number	(530) 891-3154	**Superintendent**	Kelly Staley
Principal	Christia Marasco	**E-mail Address**	
E-mail Address	cmarasco@forestranchcharter.org	**CDS Code**	04-61424-0118042

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Forest Ranch Charter School is located in the Sierra Nevada foothills,17 miles east of Chico at approximately the 2,200 foot elevation. It is part of the Chico Unified School District and enrolls approximately 61 students in kindergarten through sixth grade.

To meet the diverse needs of our community as well as the families who have chosen to become part of our Forest Ranch group, we have adopted a flexible philosophy that allows us to meet the needs of the whole child while still striving to meet high learning standards.

OUR MISSION
The mission of Forest Ranch Charter School is to provide a community school that allows each student to maximize their learning potential in a safe and supportive environment.
In order for every child to reach his or her potential we prioritize the following tenets:
1. Every child must be held to clearly articulated and high
expectations for achievement.
2. The school, families and community must collaborate to meet the
cognitive, social and physical needs of every child.
3. Teachers and administrators must be engaged in a reflective and
collaborative environment of ongoing professional development that is focused on student achievement.

Vision Statement
"Inspiring our students and community through a sustainable, comprehensive academic environment"

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Melinda Boyd	Contact Person Phone Number:	(530) 891-3154

At Forest Ranch Charter School students benefit from an abundance of community and parent volunteers. Parents are encouraged to be involved in many ways. Parents can work directly with students by helping with classroom groups, driving on field trips and working in Special Programs (Mentor Math, Science Lab, Electives, etc.)or helping with Special Events (Read Across America Days, Earth Day Celebration,etc.). Families can also become involved by serving on our Board or on a Board Committee, working with our PTP, helping out with maintenance and clean-up, or serving as a classroom representative. We work hard to find creative ways to involve everyone in building a strong school community.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	10	Grade 8	0
Grade 1	10	Ungraded Elementary	0
Grade 2	8	Grade 9	0
Grade 3	10	Grade 10	0
Grade 4	11	Grade 11	0
Grade 5	8	Grade 12	0
Grade 6	4	Ungraded Secondary	0
Grade 7	0	Total Enrollment	61

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.28%	White (not Hispanic)	83.61%
American Indian or Alaska Native	3.28%	Multiple or No Response	3.28%
Asian	0.00%	Socioeconomically Disadvantaged	12.00%
Filipino	0.00%	English Learners	0.00%
Hispanic or Latino	4.92%	Students with Disabilities	7.00%
Pacific Islander	1.64%	n/a	--

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| | 2006-07 | | | | 2007-08 | | | | 2008-09 | | | |
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
Grade Level		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	0.0	0	0	0	0.0	0	0	0	10.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	10.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	8.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	10.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	11.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	8.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	4.0	0	0	0
k-3	0.0	0	0	0	0.0	0	0	0	19.0	2	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	23.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

This section provides information about the school's comprehensive safety plan.
A School Safety Plan has been developed and is updated annually, in accordance with Senate Bill 187. This plan is available upon request. The key elements cover traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat, bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion. Fire drills are conducted monthly, and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency.

In addition, Forest Ranch Charter School has developed a Safe School Plan. The plan consists of two interacting components. The two components are: places and people and programs. Our goal with these two components is to provide a school environment where students, staff, parents and community members feel safe and creating positive communication.

We have a Safety Committee comprised of staff, parents and local public safety officers. This committee meets 3 times per year and reviews all incidents,compliance reports and public concerns.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	0.0	0.0	7.6	4.0	6.6
Expulsions	0.0	0.0	0.0	0.6	0.7	0.7

Date School Safety Plan last reviewed: October, 2009

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school was built in 1991. FRCS rents a portion of the facility from Chico Unified School District. We currently rent 4 classrooms with the ability to expand to the facilities's 6 classrooms as enrollment increases. We also rent the Main Office, a large room that is used for after care services,the Library which rests in the middle of the four classrooms,and three restroom areas for student and staff use. There is a large multi-purpose room that is occasionally rented for large school events.

The playground and field areas are spacious, with a fully operational automated sprinkling system. The grounds are fenced to limit unauthorized access and facilitate supervision. Yard supervisors are on duty before and during school.

FRCS has a paid custodian along with volunteers who maintain and clean the facility. The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. The school reflects the great mountain community it rests in.

Data reported below are the determination of good repair for the portion of the site that FRCS leases. The inspection was done in January of 2009 with the Facility Inspection Tool, School Facility Conditions Evaluation. Any additional information can be obtained from FRCS' Facility Coordinator.

Planned Improvements (School Year 2009-2010)

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)		X		repair of one door planned Feb. 6
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			HMRRP due Feb.11 - Inspection done Jan. 11
Structural Damage	X			
Fire Safety	X			monthly drills done each month
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			Plan being developed
Drinking Fountains (inside and outside)		X		Needs monthly flushing
Restrooms		X		one toilet - parts ordered - repair Feb. 6
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: January, 2009
Completion date of inspection form: January, 2009

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

	School			District
Teachers	**2006-07**	**2007-08**	**2008-09**	**2008-09**
With Full Credential	0	0	3	685
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	**2007-08**	**2008-09**	**2009-10**
Vacant Teacher Positions	--	0	0
Misassignments of Teachers of English Learners	--	--	--
Total Teacher Misassignments	--	--	--

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects	
Location of Classes	**Taught by NCLB Compliant Teachers**	**Taught by Non-NCLB Compliant Teachers**
This School	100.0%	0.0%
All Schools in District	95.6%	4.4%
High-Poverty Schools in District	51.1%	48.9%
Low-Poverty Schools in District	95.9%	4.1%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Our teachers strive for academic excellence by using a range of state adopted, supplementary and teacher created curriculum to meet or exceed state standards in all of the core subjects. Multiple measures are used to assess all students progress throughout the year. Students are assessed through teacher created formative assessment and observation surrounding mastery of state standards and a minimum of the following: text based chapter tests, running records, the BPST, baseline, midyear and end of year computer adaptive assessment of the standards (ScanTron's Ed Performance Series). The assessment plan is individualized to meet the unique needs of each student. Results are analyzed and used to drive both individual and group instruction. Our primary goal is to allow each student to maximize his or her individual potential while focusing on mastery of the state standards by use of brain compatible strategies and individualized learning styles.

We have an extensive curriculum and resource library that consists of mostly new materials. Where textbooks are the primary source (mathematics) students have their own book. In other subjects at least 1 resource or literature book is available to each student.

This year our teachers had Sadlier-Oxford and Accelerated Math as core math programs with Everyday Mathematics, Critical Thinking Company, Marci Cook materials and a wide range of other supplementary math resources at their disposal.

For Language Arts, teachers have had the use of assorted materials including: Reading A-Z, Step Up to Writing, Houghton and Scholastic Literacy primers, Rigby Readers, a wide range of short stories, poems, fiction and non fiction books sets, Houghton-Miflin Spelling and Vocabulary, Sequential Spelling, Zoo Phonics, Primary Phonics, Explode the Code and Easy Grammar to develop their literacy programs.

For Social Studies and Science teachers use various resources including state adopted materials to create lessons that meet or exceed state standards. History of US, The Ancient World Series, Houghton-Miflin, History-Social Science, and Harcourt Science are among the resources utilized.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	--
Health	--
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: August, 2009

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	--	--	--	--
District	n/a	n/a	$4,990.77	$61,998.00
Percent Difference – School Site and District	--	--	--	--
State	n/a	n/a	$5,512.00	$65,905.00
Percent Difference – School Site and State	--	--	--	--

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The school uses grant funds to help provide a variety of services including Pull-Out GATE and intervention in reading and math. Grant funds have also been used to purchase various programs including SIPPS and Second Step.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	$38,541.00	$40,786.00
Mid-Range Teacher Salary	$53,749.00	$65,726.00
Highest Teacher Salary	$84,597.00	$85,230.00
Average Principal Salary (Elementary)	$95,639.00	$106,548.00
Average Principal Salary (Middle)	$105,262.00	$112,237.00
Average Principal Salary (High)	$112,826.00	$121,617.00
Superintendent Salary	$170,000.00	$191,155.00
Percent of Budget for Teacher Salaries	42.5%	40.6%
Percent of Budget for Administrative Salaries	4.7%	5.3%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts			49%	51%	52%	54%	43%	46%	50%
Mathematics			51%	45%	47%	46%	40%	43%	46%
Science			*	45%	57%	60%	38%	46%	50%
History-Social Science			0%	42%	45%	50%	33%	36%	41%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander	*	*		
White (not Hispanic)	51%	51%		
Male	53%	47%		
Female	46%	54%		
Economically Disadvantaged				
English Learners				
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at http://nces.ed.gov/nationsreportcard/.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at http://www.cde.ca.gov/ta/tg/nr/.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	--	--	--
Similar Schools	--	--	--

API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	n/a	n/a	B	B
African American	n/a	n/a	--	--
American Indian or Alaska Native	n/a	n/a	--	--
Asian	n/a	n/a	--	--
Filipino	n/a	n/a	--	--
Hispanic or Latino	n/a	n/a	--	--
Pacific Islander	n/a	n/a	--	--
White (not Hispanic)	n/a	n/a	--	--
Socioeconomically Disadvantaged	n/a	n/a	--	--
English Learners	n/a	n/a	--	--
Students with Disabilities	n/a	n/a	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
• Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)
Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		29.2

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Teachers work together with school administration on an individualized training and growth plan that sets personal performance goals and outlines a course of training for the year to support these goals and further their implementation of our school's philosophy.Teacher's participate in group in service trainings as well as individually selected trainings and mentor activities to meet these goals. Teachers attended a two day workshop on Highly Effective Teaching Strategies in early summer to work towards a greater understanding and implementation of school philosophy.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	--	--	2